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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Reading of Books

ONE'S education can be *estimated* by his reading of daily papers, which papers he reads, and what he reads in those papers. One's education can be *tested* by one's magazine reading, but it can be *measured* only by the books he reads and the books he has owned.

No reading is educational that does not increase and improve one's education.

It is important to know what one does not read and why he does not read it in order to measure one's education.

One's health in time of trouble is as much affected by what he does not eat as by what he eats. The dietitian is sure to be interested in prohibiting food that is not desirable for the patient. All this indicates attention to what one should not read for education.

One can read for amusement, for recreation, for diversion or for his nerves, but such reading is not primarily for education.

The education measure of the significance of one's reading must be the use that is made of what is read. How much more does one know that it is important that he should know? How much does one's reading improve the marketableness of what one already has to market?

Reading for education must be largely confined to reading authors who are recognized as authorities on their subject, authors who are looking forward and backward, and the author must be the latest authority.

There can be no measure of the education of any one who is not reading the latest best in some subject in which he desires to have something to market.

The school has done little for anyone whose school education is static. Schools must be measured by the reading of the students out of school and after leaving school.

Training Teachers in Service

DR. LESTER S. IVINS, library division, Ohio State Department of Education, has made the most complete study of "Training Teachers in Service" that has been made. Dr. Ivins is a scientist with unprecedented experience in marshaling facts for effective service. It is published by the Federal Board for Vocational Education, with which he was at one time associated. It meets an important present professional need.

Capper-Robison Bill

THE Capper-Robison Department of Public Education Bill, just introduced in both branches of Congress, has as yet had little publicity. This will come later when Congress completes its work on "farm relief" and the tariff.

The present bill differs from the Curtis-Reed Bill in several respects. The word "public" is inserted in the title and in the bill itself. It reads: "That there is established at the seat of government an executive department to be known as the Department of Public Education, to aid and encourage the public schools and promote the public educational facilities of the Nation. . . ." The bill does not provide for uniting in to the proposed department the various educational activities of the government, merely including in it the present Bureau of Education. It provides a Secretary of Education, who, it is assumed, would be a member of the President's Cabinet, an assistant secretary, and an advisory National Council on Education, to meet once a year to consult and advise with the Secretary of Education on educational problems. It would be composed of the chief state school officials. For the work of the department $1,500,000 is proposed.

Yale University has the first "Institute of Human Relations" in the New World, and Harvard has the first school for "City Planning" in the New World. Other colleges and universities are not heard from as we go to press.

School for Janitors

ONE of the most interesting experiences of the busy summer was attendance upon a "School for Janitors, Custodians, and Building Engineers" at the Kansas State College at Pittsburg.

There were approximately one hundred in attendance. They were given the time off, and in several cases some members of the city board of education accompanied the representatives of the city to the school.

It was refreshing to see how dead in earnest every one was to learn how to be of greater service to the schools.

There was no trace of the "We-are-doing-well-enough." There was a universal desire, as the questions indicated, to be up-to-date in efficiency.

Here are some of the topics scientifically treated: Demonstration and practice in sweeping and mopping classrooms; demonstration of cleaning toilets and urinals; demonstration of cleaning lamps and shades; demonstration of repairing extension cords and other fixings that need repairing; judging quality of coal; refinishing school furniture; laying by the heating plant for the summer; washing and cleaning terrazzo floors.

It was a wholesome experience for me to attend this school for janitors even as an observer.

Guidance and Placement Service

MASS production is nowhere more indispensable than in reliable, adequate, labor-saving and time-saving "Personality and Ability Specifications," and Edward Amherst Ott, Educational Extension Service, Ithaca, New York, has devised a simple but elaborate plan for universal use in "Guidance and Placement Service."

All practices should be standardized to integrate with the procedure in other schools and with the employment practices of the business world. All educational institutions should use the same vocabulary of conducts with meanings that all readers can visualize in personality and vocational values.

All letters of recommendations should include personality as well as ability specifications. Definiteness is an absolute requisite in the employment world.

In every educational institution the registrar's office should be the Guidance and Placement centre.

In use, highly detailed forms are less expensive than simple ones that need to be filled in by pen or typewriter.

Northwestern University opened this season with an enrollment of 11,700.

Dean of Men

THE modern movement to make university life a character education as well as academic attainment makes the Dean of Men as important and as dignified as any professorship and more respectable than some professorships have been in some universities judging from court records and suicide reports.

President John Roscoe Turner of the University of West Virginia, in his recent annual report, speaks in resounding terms of the significance of the office of Dean of Men:—

"As an administrative officer of the University responsible for the administration of attendance regulations for all students uniformly and in co-operation with academic deans and the president, and as the representative of 2,022 male students with an unusual opportunity to learn about student attitudes, fraternity problems, extra-curricular activities, social affairs, scholastic failures, etc., it is my belief that the Dean of Men should be a member of the University Council of Administration."

Belding's Page

"LOOK IT UP"

SOME teachers have been bitten so hard by the "look it up" bug that they send children in droves to the public library to gather facts or read designated articles. One librarian let off steam about this the other day. Some of the points which were to be looked up were very difficult for even the trained worker to find. A single isolated fact would often defy discovery for hours. Often the teacher was asking for something she had happened to run across and jot down—a thing too trifling to be named in any index or easily found in any reference book.

How about a little more co-operation between teachers and librarians?

The latter would appreciate advance notice that some volume is going to be wanted by forty-eleven youngsters all at once.

But is it necessary? Is it so helpful as the teacher supposes? And is it always fair to ask the class to consume hours in some piffling bit of research, on penalty of getting a zero if the assignment is not covered?

It doesn't cost anything to be reasonable.

PLUCKY IMMIGRANTS

A GIRL who had been born, bred, and educated in a land where French is the prevailing language came to the United States to live. Although she was in her twenties and had absorbed the culture of a university, she entered an American public school in the sixth grade, to learn English.

That sort of thing takes courage.

A tall, lanky Swede came to this country at the age of nineteen. He, too, had determined to become an American and to speak the language of Americans. So he started in a public school, clear down in the second grade. The little tots laughed at their giant, whose ungainly legs could not be contained in the space allotted to them. That man, by applying the same brave spirit to overcoming other barriers and handicaps, made his way through college and theological school and became a minister, noted for his oratory in the tongue he had begun to learn in the second grade of school when he was nineteen.

In many American cities today there are better opportunities for the foreign-born adult to study English. The night schools are doing a great work. In their classes the immigrant does not feel embarrassed or alone. There are plenty of others in the same boat.

While quota laws have cut down immigration they have by no means stopped the flow. Some 250,000 aliens are admitted to the United States each year, even now. And for the majority of them, the language handicap is enormous. Most of them will never succeed in acquiring anything but a limited vocabulary of a few score or hundred words. But their children will mingle with the children whose forebears arrived centuries earlier. and you may listen to their conversation for some minutes before you detect a difference.

Great admiration is due, however, to the foreign-born elders who avail themselves of the facilities offered in evening schools. They study industriously, and some of them make remarkable progress. Teachers who work with them feel a special satisfaction by reason of the earnestness of these foreign folk, seeking to adapt themselves to the ways and words of this new land.

CRISIS OF YOUTH

A PRINCIPAL who had been bearing down somewhat severely upon one of his pupils whose conduct was far below standard received this brief note from the boy's mother: "What Mark needs is sympathy. Can you give it to him?"

What every young person needs is sympathy. He or she does not recognize the need perhaps, but it is there. The ability to understand young folks, to enter into their problems with them, to see their point of view and not to scorn it, is a gift of the gods.

No young person fully realizes the stupendous results which hang upon decisions which must be made in the years between eighteen and twenty-eight. First there is the choice of social habits, the selection of friends and associates, the decision whether to "have a good time," and "get by," or to strive to attain all that is best by industry and character. Next there is the picking of a career—one of the most difficult things in all the world; a thing upon which one's future usefulness and contentment so largely depend. Then there is the decision about marriage—who shall be one's life partner—has the right one appeared?—or is one to postpone marriage indefinitely?

If youth takes the right turn at each of these crossroads, it is mainly by good fortune, or strong instincts leading in the right direction.

Youth has these big, momentous choices to make, and no experience to help in making them. Moreover, the experience which parents and other adults would gladly hand on to youth, by way of preventing error, is usually not wanted. The very period of life when one is most in need of advice is the period when advice is least welcome.

Yes, youth needs sympathy.

Auson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter V—Public Education—II

IT MUST always be kept in mind that in Horace Mann's ardent devotion to the creation of the Massachusetts State Board of Education that neither he nor any one had the faintest thought of his being selected as its secretary.

Until he championed the State Board of Education in the Senate he had little interest in public education as compared with his devotion to the education of the blind, the deaf, help for unbalanced minds, and the rescue of neglected and wayward boys.

As was his custom, when he became interested in the education of all children his appeals had a pungency that reached the public as well as the legislators.

The State Board of Education would be "like a spring, almost imperceptible, flowing from the highest table-land, between oceans, which is destined to deepen and widen as it descends, diffusing fertility and beauty in its course; and nations shall dwell upon its banks."

As we celebrate 1930 as "Education Year," and realize how, figuratively, fertility and beauty are diffused until every city, village and hamlet, every factory, farm and fireside is blessed by the education for which he was pleading, and as we realize how every country in the world is looking to our education-blessed country for aid and encouragement, it seems as though Mr. Mann was inspired when he said: "And nations shall dwell upon its banks."

Take a sentence like this, uttered more than ninety years ago, when there were only twelve million between the seas. "This proposed State Board of Education is the first great movement towards an organized system of common education, which shall at once be thorough and universal."

It is not easy to appreciate that the following sentence was written in the advocacy of a State Board of Education almost a century ago: "Every civilized state is as imperfectly organized without a minister or secretary of instruction as it would be without a minister or secretaries of state, finance, war and navy."

It is no wonder that Mr. Mann was the only person whom the State Board of Education and the people of the state thought should be such a "secretary" when they had this startling sentence ringing in Legislative halls: "I much sooner surrender a portion of the Commonwealth to an ambitious and aggressive neighbor than I would surrender the minds of its children to the dominion of ignorance."

When Edmund Dwight astonished Mr. Mann by suggesting that he should seriously consider accepting the secretaryship he said: "What a thought, to have the future minds of such multidependants in any perceptible degree upon one's own exertions! It is such a thought as must mightily energize or totally over-power any mind that can adequately comprehend it."

When he yielded to the urgent insistence that he should accept the secretaryship, he said, referring to the opposition that was sure to be arrayed against such a vast undertaking: "Men can resist the influence of talent; they will deny demonstration if need be, but few will combat goodness for any length of time. A spirit mildly devoting itself to a good cause is a certain conqueror. Wilfulness will maintain itself against persecution, torture, death, but will be fused and dissipated by kindness, forbearance, sympathy."

Naturally, his friends were amazed, his political associates astonished. To one of his close personal friends who neglected to write him about the momentous change, he wrote: "What a change in externals has befallen me! I no longer write myself attorney, counselor or lawyer. My law books are for sale. My office is to let. The bar is no longer my forum. My jurisdiction is changed."

We must not yield to the temptation to be biographical. This much was indispensable in order to appreciate the spirit which led Horace Mann to devote himself to solving the problems of public education.

In those years he did all that was required to place education in history as completely, as securely, as universally and eternally as it was possible to have education in history.

That was the one time in which such achievement was possible. It could not have been done later any more than it could have been done earlier.

In the language of Calvin Coolidge in reference to his service as President from August 3, 1923, to March 4, 1929: "All of these trials and encouragements come to each President. It is impossible to explain them. Even after passing through the Presidential office, I find it still remains a mystery. Why one person is selected for it and many others are rejected cannot be told. Why people

respond as they do to its influence seems to be beyond inquiry. Any man who had been placed in the White House cannot feel that it is the result of his own exertions or his own merit. Some power outside and beyond him becomes manifest through him. As he contemplates the workings of his office, he comes to realize with an increasing sense of humility that he is but an instrument in the hands of God."

There is nothing in education in history that impresses me as profoundly as being divinely guided as that Horace Mann made his immortal contribution to history between 1826 and 1846.

He always depended largely upon Dr. Samuel Gridley Howe, Charles Sumner, Edward Everett, and their associates. Before 1826 none of these men had commanding influence, and after 1846 all of them were giving their thought and time to the sectional interest.

From 1826 to 1846 there was no seriously diverting interests for the public as there had been from 1816 to 1826, as there was to be from 1846 to 1866.

What Horace Mann did, no one else could have done; what he did for American education had to be done when it was done. Others may account for it in any way they please, but I can but feel that there is something more than human foresight.

In a large way Horace Mann's great work was transforming common schools into public schools. Common schools were always local in the smallest sense, local-centred in the financing, in the selection of teachers, and in the subjects to be taught and in the way they could be taught. Mr. Mann heroically started the crusade for township units in all of these functionings.

His record achievement was the advocacy and successful achievement of supervision of the choice of teachers and in the erection and equipment of schoolhouses. His third and most notable achievement was state preparation of teachers.

Above and beyond these three he started everything that has been added in the name of progress, that has been adopted and retained in American education. This is as true of the wonderful achievements of the present decade as of any other period in the educational trail.

And he advocated nothing that has been spectacular and ended in the cemetery. The first Five Annual Reports embody all that is eternal in vision and practice.

We select a few of the many crusades that he started. We make no attempt to classify them in their relative importance. In every instance he stated the vital features more brilliantly than they have been stated since. He put into a few paragraphs or pages what other people have put in a volume or in a series of volumes.

Every subject he approached was so vividly and forcefully presented that the influence has kept alive for almost a century and is now so thoroughly established in American education as to be immortal. We merely select a sentence or two. In every case pages were used in magnifying definitely the subject thus vividly stated.

"The school building should be cared for in every way by able and faithful laymen, genuinely devoted to promoting the intellectual improvement of their fellowmen."

"Teachers must be prepared to have skill in the business of instruction. From the moment the child enters the school every hour should be employed to the greatest advantage and every facility for imparting knowledge and every means of awakening and guiding the mind should be put into instant operation."

It is inconceivable that it was a Massachusetts law passed at the insistence of Horace Mann almost ninety years ago. No owner, agent, or superintendent of any manufacturing establishment could employ any person under fifteen years of age unless the child had attended some public or private day school where instruction was given by a legally qualified teacher at least three months next preceding any and every year in which the child was employed.

Manufacturers generally entered heartily into compliance with this law. Not only so, but they did much for the efficiency of the public school. In the city of Waltham, which had the first cotton textile mill in the New World, they built three first-class schoolhouses, and maintained the best of schools at their own expense.

He regretted that there was no book available of the nature of an encyclopaedia and nothing on education.

The tastes and habits of future men and women will be only an enlargement and expansion of the tastes and habits of children.

The major part of the unprofessional reading was "light reading," "trashy works," "ephemeral," "bubble literature."

"Reading for amusement has its fit occasion and legitimate office. Life is too short to be regarded as a long play day. Incessant toil lessens the ability for mental labor and an amusing, captivating, entrancing book which levies no tax on the powers of thought for the pleasure it gives is a delightful resource. It is medicine to the sick and recuperation to the wearied mind."

"Parents in looking back to the days of their own childhood and minority lament the waste of early opportunities for laying up a store of valuable knowledge. Power of thinking and especially of expressing thoughts in speech or writing is obstructed and deadened from an abuse of facilities for information and incentive to study." Many pages of the Third Annual Report are devoted to adult education. Education

for leisure is fascinatingly considered. What to read, how to read, and when to read will rejoice the soul of L. R. Alderman, who is responsible for the promotion of adult education for the United States Bureau of Education.

Where has the importance of Civics been better stated? "The schools should give to every child a free, straight, solid pathway by which he can walk directly up from the ignorance of an infant to a knowledge of the primary duties of a man and acquire a power and an invincible will to discharge them."

Isn't this a clear statement of responsibilities for character education? "Future consequences can alone be regulated by attention to present causes. Unless juvenile feelings are assiduously trained to an observance of law and reverence for justice, it will be impossible to restrain adult passions from unlimited debasement and public commotion."

What a cleansing sentiment is in this paragraph: "Youth is the season when direction is given to the feelings and the conduct. It is a matter of no small interest to the man himself, or with those to whom he is to act in future life that these be of an accommodating character."

"Cleanliness is not ordinarily ranked so high, nor is the contrary ranked so low, in the scale of moral worth and sinful defilement as they should be, nor do they enter so fully into the account when men are estimating their moral state or when others are estimating it for them, as ought. Every additional year's intercourse with the world in moral and religious concerns deepens the conviction that cleanliness is inseparable from any considerable advancement in a religious life, and that where its requirements are disregarded there is much reason to apprehend that other and important defects of a moral nature do most probably exist. Cleanliness in one's person is intimately connected with manly and upright conduct, chaste and pure thoughts, and sensible comfort in any situation. Filth and dirt are among the most efficient causes of corrupt moral and debased conduct."

READING AND LANGUAGE

"When the subject matter of the reading lesson is understood it will open a fountain of pleasurable emotions within whose stream will flow out through every channel of expression. The page of the reader should be a vehicle to carry the thoughts of the child onward and upward into whatever regions the author had in mind."

"Spelling lessons should not be a daily requirement for all children. There is a Bedlamlike diversity in the spelling of our language. We should ascertain the words in ordinary use which the children are unable to spell."

Colonel Leonard P. Ayres and Dr. Edward L. Thorndike did not introduce listing of spelling words.

Was there ever a clearer distinction or more forceful statement than this? "We should distinguish between having a thought and seeking a word to express it, and having a word and seeking the thought that it expresses. There is a vast difference between wanting a word to express a thought and wanting the thought which a word expresses. In the one case knowledge precedes words. In the other the word preceded knowledge. Language is for use, but it is also revelation of all things in history, literature and art. Correct use of language is important, but appreciation of what it has to reveal is no less important."

THE ART OF TEACHING

"Science must grow out of observation and art out of science.

"Teaching is the most difficult of all arts and the profoundest of all sciences.

"In the most limited and practical source, teaching involves a knowledge of the principal laws of physical, mental and moral growth.

"To value schools by the length of the school year instead of by the quality is a matchless absurdity.

"Arithmetic, grammar and the other rudiments, as they are called, comprise but a small part of teaching in the schools. The rudiments of feeling are taught more than the rudiments of thinking. Sentiments and passions get more lessons than the intellect; though their open recitations may be less, their secret rehearsals are more.

"For such wonderful teachers as we need and should expect to have, the pay outside of a few large towns is, on the average, eleven dollars and thirty-eight cents for women teachers a month and board for themselves, and twenty-five dollars and forty cents for men."

Mr. Mann made an heroic effort to divorce public schools from partisan politics. He said that in none of his county conventions nor in any intercourse or correspondence with any one had there been infused into the course of public schools the slightest ingredient of partisan politics.

"In regard to this great subject, all reverted to their mutual relations as fellow men, discarding strifes about matters which were temporary for interest which was enduring. In a spirit of harmony and unity, having brought the facts of individual experience and observation into common stock, they were regarded as a body from which the wisest results were to be wrought out by the aid of counsel."

This was the spirit which he inspired and which prevailed during the vital years of his leadership.

The years from 1826 to 1846 were not all dominated by Mr. Mann.

While he was always an ardent champion of women's rights and privileges he was little concerned with this phase of education or in anything apart from public schools.

These were the years of Mary Lyon's great triumph for women in education. She was only a year younger than Mr. Mann, and was born in Western Massachusetts as he was in Southeastern Massachusetts. Her childhood life was as uneventful scholastically as his.

At fifteen she began teaching to earn money for more school privileges as did Mr. Mann later in life.

Mary Lyon did not take the examinations for entrance to Brown University or any other college, for there was no college in the New World that a woman could enter.

In 1837, when Mr. Mann became Secretary of the Massachusetts State Board of Education, Mary Lyon opened Mount Holyoke Seminary, having raised $68,500 among the farmer folk of Western Massachusetts with which to have a school in which girls could get as good an education as boys could get in an academy.

She had announced that girls, for sixty dollars a year, tuition, room and board, could get as good an education as could be had in any school in the country.

The $68,500 had provided accommodations for eighty-five students, and more than three hundred applied for admission and Mary Lyon was putting the education of women in history.

To tell the story of Mount Holyoke Seminary and college would be to reveal the fascinating biography of the most famous woman education has known.

We do not forget the prominence of Emma Willard and the Troy Seminary which she established and of which she was the first principal, but her fame is indebted to many worthy causes, to husband and son, none of which entangled the education career of Mary Lyon.

The established colleges and universities were slower to react to the spirit of the times than schools for the common people and for women, and it is much better to write of the colleges as they were after 1870 than before 1850.

Mark Hopkins became a professor in Williams College in 1830, and was professor or president for sixty-two years, but he had no appreciable part in the public school awakening in Horace Mann's day.

Henry W. Longfellow, who joined the faculty of Harvard in 1836, and Oliver Wendell Holmes, who joined the faculty in 1838, Asa Gray in 1842 and Louis Agassiz in 1846 sound more significant today than they did from 1836 to 1848, and the part they played can be more effectively considered in the trail of Modern Education.

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Wanted: More College Graduates

By W. E. CHANCELLOR

IN THE Journal of Education as in many other publications there have recently been printed not a few remarks respecting the slowing up of college attendance throughout the United States and its causes. In view of the general situation, this slowing up is of much public importance. We have something like one in fifty of our present population who have attended some college and perhaps one in a hundred who have at least one diploma certifying to a degree. This is not nearly so many as we need to operate the type of civilization already actually present in America.

How great the changes in America have been, even in the last quarter century, not to say in the period since the Civil War, few even know, and only a small fraction of those who do know take the pains to consider and to realize. An economic fact may help to an understanding. Though the total wealth of the American people has vastly increased since the World War, farms have sunk from a valuation of $54,000,000,000 in 1920 to perhaps $37,000,000,000 in 1929. This means that the nation has been industrialized and commercialized to the reduction of agricultural interests, yet because of technical and scientific improvements in agriculture we actually produce more foods and other farm goods now than in 1920.

America is new since even the World War. A comparison with 1900 and another comparison with 1875 would be far more impressive. But the general fact is that we have machinery and social institutions to operate now undreamed of but a few years ago. We need more men able to operate these machines and these institutions. We need a far higher proportion of skilled workers than ever before. Only the colleges can develop these needed workers.

We may call them by any terms that suit our fancy—social leaders, experts in the sciences and the arts, professional men, skilled technologists, researchers. How astonishing these changes are may be illustrated in a single item; when a new kind of illumination came in less than ten years ago, the cost was to the consumer seventeen times what it is now! The men who produce this type of light get wages ranging from $75 to $90 a week, and there is a deficit in the supply even at these wages. Many of these men are under thirty years of age; and every one of them must be a

trained technologist. Yet it is all standardized factory bench work.

Possibly another illustration may be introduced. We have social welfare managers for community chest funds; and their salaries happen to range along with the highest salaries paid to any university presidents in this land; yet the occupation is virtually new.

Since then we do need more material to operate this civilization, and can spare more farm hands and more unskilled manual laborers, who are in over supply, it becomes unfortunate that the tide into the colleges has come to its high point and threatens to ebb.

As an economist, I have grave doubts as to some of the explanations. There is nothing at all in the notion that the sun of American prosperity has passed its zenith. We can easily afford more college education to more youth. Very conservative statisticians place the average annual income of the American people at $70,000,000,000 a year; in general, the economists and statisticians estimate the income at $10,000,000,000 above this. Some responsible authorities do not regard even $90,000,000,000 as an extravagant estimate. Obviously, we are in no danger when the total costs of all kinds of education are not much over $2,000,000,000 annually.

But there is some maladjustment as yet, which is not at all astonishing in view of the rapidity of the social movements in America.

There have been many increases in tuition charges without corresponding increases in scholarships available to aid poor boys and girls to get into and to remain in college. The costs at state universities, nominally free, for tuitions, have greatly increased. It is doubtful whether there are any good colleges to which a youth may go without paying at least $100 a year in tuition; even the so-called free state universities demand this amount. Many colleges have put their tuitions up to $300, and $400 a year; and in some instances even beyond these figures.

Were it possible and legally as well as morally defensible to regulate the distribution of prosperity to individuals—which is not the case—these increases in tuitions might be of no importance; but it so happens that in very many cases good youth cannot raise the tuition costs.

Nor is this all; most other college expenses have increased very greatly. The books for a single four-hour semester course may run in price as high as $20. A student needs for books and stationery something like $50 to $60 a year as against not more than a fourth of this before the World War. Laboratory costs also have increased. Board and rooms are more expensive. And the outside activities are now no small charge at most colleges.

Very few men can go to college now under proper auspices with less than $1,000 a year to spend; and $1,500 comes near to being an average figure. This means from $4,000 to $6,000 for the four years. In short, whereas in the nineteenth century but few men in most colleges spent over $1,500 a year, now this is considered an econonical basis. Our colleges are costing more relatively to the total wealth and income of the people than they did thirty years ago.

This has nothing to do with the question whether they are worth more to go to. Youth have bills to pay, not historical discourses to weep over.

But even so we are not down to the bed rock of the situation. Time was when a very large proportion of youth earned part of their college expenses as they went along. Such is the management of most good colleges now that earning one's way as one goes along is almost impossible. The best that an intelligent, industrious and very healthy youth can do is to provide (say) a half of his expenses by work as he studies.

Hence many youths and the parents hesitate to undertake the great task of getting a college education.

Nor is this all. It is harder to get into college than it was not so long ago. With this raising of the bars, any educator is likely to sympathize; but it cuts attendance. Perhaps one of the pettiest cruelties still permitted by adults upon youth is to allow a student to get into college only to be thrown out a few weeks or months later for want of ability to take the course. It is far better not to admit such youth. Proper tests do eliminate most of them now.

Assuming that a large attendance of the competent is socially desirable, what are the ways by which to secure this?

First of all, provision for aiding in tuition costs all able young men and women. We need far more scholarship funds; several times as many such funds. It is, I believe, a fair estimate that of the men not less than one-half need some aid, certainly at least one-third.

As for the objection that giving educations to youth "pauperizes" them, what parent who does provide his children with higher education at his own charge has any right or warrant to object to a similar "pauperization" of the children of his poorer neighbors?

It has not been my experience in life that the youth who were aided to get college educations by other than their own parents were any more "pauperized" than those who went through with family funds. In general, they have been as honest, as manly, as worth while as have been the offspring of the prosperous.

But the second remedy is quite as important. The general public should be told in season and out of season that more than ever in these times certainly,

a college education is both individually desirable and socially beneficial. Just as some youth are helped to go to college because they are good athletes and the rich alumni want to have a good team for Alma Mater, so other youth should be helped along because Alma Mater desires sons who will come to distinction in the professions and the arts and the applied sciences and the technologies of adult life.

We could use one man in ten who had a good college education. What proportion of high school graduates are in fact able to make the grade through four years of college, is largely guess; but there are even now high schools from which a majority each year go to college after graduation. Probably almost every youth who succeeds in getting through a good high school could get through a good college.

It will be pleasant to live in an America salted with ten per cent. of all citizens college graduates; and that is to be not many decades hence. America does not back trail for long.

Cook County Achievement

(Continued from November 4)

By A. E. WINSHIP

READING is the master achievement in Cook County. Learning through reading is the master achievement in education.

It took several years of learning through a wide range of projects before Cook County reached the present attainment of learning through reading, of using skill reading for mastery of important subjects in the sixth and seventh years, and learning through reading to master subjects with such a significant personality that the product is marketable.

The real test of ability to learn is learning from the printed page.

Thinking is clear-cut when thought is created in response to suggestion from good writing.

Mr. Tobin had tried the promotion of learning and thinking by "learning to do by doing" in a wide range of home-school projects when he appreciated that this lacked the vital principle of carrying on into after-school life.

The school missed a great opportunity when it did not project itself into the use of leisure. Mr. Tobin had firmly established the principle that the school must use the vacation weeks, that home-school activities must use the non-school weeks for pleasurable and profitable learning. It was a short step forward to assume that the school years should provide for pleasurable and profitable learning after school learning ended.

This necessitated the creation of reading as a vital part of the child's life during the school years.

When this purpose was brewing Mr. Tobin had a personal experience which fully demonstrated that boys take to reading as naturally as to their games, that they do read, will read anyway, and need to have reading directed even more purposefully than other home-school projects.

His seven assistants—directors of education, he styles them—are especially adapted by experience, tastes and talents to aid in the creation of a system of helpful reading for school boys and girls for twelve months in the year, and the result is really wonderful.

The home-school reading plan does not seriously modify the school program. It has been Mr. Tobin's theory from the first that there is something wrong with what children learn in school if they do not naturally learn as much out of school as they learn in school. This is his test of the success of school activities. If a boy's school life gives him an idea that he is only to learn what he is told to learn as he is told to learn it, when he is told to learn it, he is educationally crippled.

The first reading achievement of school life is a desire to learn through reading things that he wants to know and know that the way to know it is through reading.

The first achievement in the Cook County plan was to have children read full paragraphs and very soon read a whole article, and before the second year ends, read a book for its complete influence.

Third, fourth and fifth grades: Each pupil is expected to select and read enjoyably and to advantage two books a month, twelve months in the year for these three years.

As a result each pupil has looked over or through several books and estimated which book he wants to read and why he prefers it. There is a wide range of opportunities for choice.

The choice must be the pupil's choice, and in these three fateful years when his appetite is ravenous for whatever he sets about, and the fact that he goes on record as to the books he chooses, it is safe to assume that he will have some pride in the character of the books he selects, and experience justifies this assumption so that each pupil in these three years reads and enjoys at least seventy-two worthwhile books.

In grades six and seven the pupil must use his skill and taste in reading to some advantage. Instead of choosing books to enjoy, he selects subjects to master through reading.

This sends him first of all to the encyclopedia for the essential facts, for a sense of possible mastery of the subject. It does not end there, if

it does he knows only what any one can know from a brief interview with the encyclopedia.

The encyclopedia gives him a safe line of approach. It is the vital initiation. From this the child goes to the library for a masterful treatise and to magazines. It creates a habit of looking at the information features of the daily papers. This is of inestimable benefit. While seeking the latest information on his special subject he is getting the habit of going there for the latest word on other subjects.

It is inconceivable to any one who has not discovered the influence of a pupil's reading for the mastery of subjects in the sixth and seventh grades to realize how intensely interested pupils in these grades can be and in how wide a range of subjects a boy or girl can be interested.

In the eighth grade each child must have been so greatly interested in some one subject that he wants to market his knowledge. The Cook County plan requires each child to market some subject in a worthwhile way.

Problems for Research—II

By WILLIAM D. PARKINSON
Fitchburg, Mass.

Schooling and Crime

A VERY vital problem of society is the relation between education and crime. It is assumed in a general way that education is a preventive, but plainly it is not completely effective, and in any productive industry a process whose results in any particular were so doubtful would be scrutinized to discover if possible just where the failure occurred. The public school suffers reproach directly or indirectly whenever a youth is convicted of criminal behavior. And why shouldn't it? It has had its chance at most of the youth of the country, and it is quick to claim credit for its part in the outfitting of any graduate that rises to eminence, why should it shrink from its share in the failure of one who falls into disrepute, or from being obliged to clear its skirts if it can? Every other enterprise that puts its product on the market, if it values its reputation at all, invites and welcomes proof of defects as well as of merits in its output, not because it takes satisfaction in the defects, but because only by knowing what they are can it hope to guard against them. The public that sponsors the school should concern itself if the school does not. If our milk supply or other food or beverage supply falls under suspicion we submit it to analysis by some public agency, and if it is found to be contaminated every step in its progress from its origin to the consumer is scrutinized to discover if possible its polluting source.

Again and again the public school has been publicly charged with responsibility for the startling criminal career of some desperado in particular, or for the shocking increase of juvenile delinquency, but neither in self-defence nor to discover its fault has the school ever traced the school record of offenders. If in every case the school record were traced, so it was definitely known whether the delinquent was continuously exposed to the influence of a particular school or kind of school, it would then be only common sense to investigate the schools involved to see what was done or what failed to be done for the safeguarding of that particular type of personality. And if it should prove that considerable groups of offenders had been exposed to the same kind of school influence, there would seem to be need of prompt measures to discover the unfavorable tendencies and to shift pupils prone to them to another type of school.

The modern fatalism that regards the individual as wholly the creature of heredity and environment would seem at first sight to throw upon the school, which is the expressly pre-arranged environment of the child, a large share of responsibility for the outcome of the combination. Of course, if we accept literally and finally that doctrine, we must conclude that nobody is responsible, and we need not farther concern ourselves for the child's welfare, for if individuals are not responsible neither are we, nor is heredity or environment in both of which individuals are the controlling factors so far as they are humanly controllable. But most of us still retain enough of Calvinism to wish to hold the other person responsible even though we excuse ourselves, and civilized society still seeks to place responsibility for the ills that afflict it.

Now the common school is the particular instrument ordained by the public to forestall those ills, and every year it is appealed to for the averting of all sorts of threatening tendencies. Yet the public school has thus far failed to concern itself in any effective way with the results of its labors except so far as the success or failure of its charges in a subsequent school is recorded to its credit or discredit. Even that very obvious and immediate check-up on its efficiency is seldom turned to account in any systematic way for the discovery of remedies or for the quickening of its favoring

impulses. But such of its output as declines further schooling and passes directly into the world of affairs, if launched at any way station is dismissed with mingled pity and reproach, or if delivered at an approved terminal is awarded an optimistic bill of lading and sent forth with godspeed, but in neither case is the subsequent career traced, nor is any balance struck of profit and loss upon the cargo with which the career is presumed to have been laden.

The school system and the penal system are both state institutions. Both need a follow-up mechanism to determine the results of their activities and the effectiveness of their methods. Each has begun a study of individual characteristics. There is grave danger that if the penal system moves first in tracing causes the trail it follows may lead to the schoolhouse door and that the school, moved by that instinct of preservation displayed by the Boston schoolmasters of Horace Mann's day and by many of the captains of education of the present day, will leap to the defence, which usually means the offensive. The defensive attitude is at least inevitably obstructive. Should not education take the initiative and itself institute the study by competent scientific investigators of the school careers of those anti-social persons who drift into the toils of the law, for the purpose of discovering what correlation there may be between particular types of schools, school methods, school discipline, and particular types of delinquency.

No harm can come, and great good may come of such an investigation if it is conducted in such way as to inspire confidence in its fairness and its accuracy. If it is not done deliberately, scientifically, and with all proper precautions, there is danger that it may some day be undertaken hastily, politically, in a fashion that will do harm to the whole fabric of public education and perhaps retard the progress of civilization. For the school is the instrument devised by society for initiating its new members, and society is concerned primarily not for what its novitiates know, nor for what they can do, but for what they will do. If the school is failing to influence the disposition favorably it is failing of its main purpose.

We are reasonably sure that in the main it is succeeding and not failing, but we are not so sure that in all respects and upon all individuals its influence is all it might be for good, or even always for good. In view of the doubt on these points, commonsense would seem to dictate that a study be made of careers in which the favorable influences seem to have been either lacking or ineffective, to discover if possible how the failure occurred and so how to avoid it in future.

This is not a mere theoretical problem. At a time when so much is being said of the alarmingly high cost of education on the one hand and the almost magic value of education on the other, the claims for its value are greatly weakened if the public becomes convinced that education is no deterrent of crime or is even promotive of delinquency. If this is the case, let us know it, and set about correcting it. If it is not the case, as most of us believe, let us know it and assert it upon convincing evidence, not merely upon sentimental faith.

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The Strength of Patience

By HARRIET PACKARD
Kent, Ohio

If I be patient and do not faint
I will have strength to carry on
To the fulfillment of my dreams;
Through darkness I will greet the dawn
If I but be patient.

Since greatness comes of steady growth
With forward look undimmed by fright,
My faltering feet will find the way
That leads into the path of light,
If I but be patient.

If I be patient for me will bloom
My bud of hope—my longed-for goal,
My highest aims be realized,
I'll feel the triumph of the Soul
If I but be patient.

They Say

FRANK E. CRANE, Columnist:—

"The real teacher is one who kindles a fire in the child's mind as one candle lights another, who stimulates what is in the youth and helps him in his normal growth."

NEWALL BENT:—

"The average young person today looks upon its parents as a pair of well-meaning and usually capable and dependable servants conveniently furnished by thoughtful nature."

HERMANN KEYSERLING:—

"The problem of America is not to emancipate woman, but to emancipate man."

HAROLD RUGG, Teachers College, New York City:—

"Young Americans can be given an appreciation of the significant contemporary problem of living together. Current conditions in America throw into sharp relief the critical need of teaching youth to understand American life and its relation to the modern world."

ROBERT LYND:—

"It is a little astonishing that it should be so much safer at the present day to kill a man with a motor car than with any other instrument."

K. C. GARRISON, North Carolina State College:—

"Too little attention has been paid in the past to the influence of the teacher on the learning of the pupil. The psychology of the teacher needs attention."

DR. HARRY EMERSON FOSDICK:—

"Taking a Ph. D. is like taking a cold shower—good if you can stand it."

ELLA FRANCES LYNCH, Minerva, N. Y., founder of the National League of Teacher-Mothers:—

"Twenty years ago the percentage of school failures was more spectacular than since our adjustment of the system to the gait of the unwilling, the unprepared and the unbalanced, so that the writer, who had had little contact with schooling and a great deal with books, was appalled and mystified by the repellent armor which learning seemed to wear for many pupils. When questioned as to the cause, college heads faulted the high school for the lack of application and puerility of attainment in its graduates; high school teachers declared it impossible to pour high school subjects into minds that had not opened to grammar school instruction, while every grade teacher blamed her failures on the rank below."

JANE E. CLEM, State Teachers College, Whitewater, Wisconsin:—

"There is no substitute for a mastery of the technique of the teaching process, but this ready command of teaching methods is in no sense an equivalent of the consciousness of having been 'born a teacher.' The two must go hand in hand; hence the necessity for special courses in methods for each subject taught."

ERNEST MARTIN HOPKINS, president of Dartmouth College:—

"Men are more free than ever before to seek the truth and to accept governance of it in their own lives. More and more, despite sporadic instances that would seem to dispute the statement, the world at large desires to know the truth. What more does the genuine intellectual need to give him inspiration and to breed reasonable optimism?"

PRESIDENT FRANCIS P. GARVAN of the Chemical Foundation, Inc.:—

"If the politicians would give to research in chemistry and in the other sciences a fraction of the huge cost of armies and navies, the world would see discoveries of the greatest moment to the well-being of its people—discoveries which would make life easier and nobler for present generations."

WILLIAM LYON PHELPS:—

"Authors are as common as blackberries, usually more dry and seldom so nutritious."

WILLIAM J. BOGAN, superintendent, Chicago:—

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JOHN WESLEY YOUNG, Dartmouth College:—

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

296. Why do the public schools attract so few scholarly men? (Illinois.)

I am not sure that they do. If you believe that all school men should be scholarly I will admit that we haven't made that goal, but I am not sure that they should be. The scholarly element in the schools of today isn't so large in relation to the whole as it used to be. The elements of administration, organization and guidance are greater and attract men who excel in those lines. Then the ideas behind the word scholarly have changed somewhat. A man may be scholarly in a very up-to-date way, and not at all musty.

If you compare the number of scholarly men in the teaching profession with those in any other profession you will find that it still attracts the greatest number of book lovers.

Books are still the source of a great part of our social inheritance, and if we are to attract more scholarly men into the public schools we must do three things in most places: First, give them more leisure to continue their scholarly growth; second, more compensation to pursue it; and thirdly, a freer hand in bringing it to their pupils.

297. How much celebrating of holidays is wise? (Virginia.)

As special programs it is usually unwise to put much time in getting ready for many holidays. In fact the old speaking, singing programs are fast dying out. They take too much time from the regular school work, are often beyond the comprehension and actual appreciation of the children, and frequently involve only the brighter ones, the slower ones being scenery and developing all kinds of second-rate ideas of their talents.

But holidays can be made a very profitable part of the regular school work. They interest the child greatly. They are bright spots to which he turns his eyes in real life. As such they can be used as interesting focuses around which the work can be projected, and from which the pupils' natural enthusiasm can give interest to the most routine subject. For example, make Thanksgiving Day a focus in the lower grades and see how that reading, number and hand work take on a new lease of life. They live. The best way to handle holiday celebrations is to make them contribute to the regular program, leaven the load for the surroundings days or weeks.

298. How can I get the parents out to Parent-Teacher meetings? (Virginia.)

Put them to work in the surest way. Put them organizing the association themselves. Turn the presidency and leadership into their hands. It is always wise to have the principal or a teacher as secretary on the executive board, but make the parents feel that the club is theirs by putting them into office. Then put them on committees. The more you can get working the better. Help them at making a program which suits their interests, and is worth while, but not too heavy. They will come to meetings then. Everybody comes out to his own show.

A membership and attendance committee usually does wonders at getting out the crowd.

Lastly, refreshments! Oh, yes, refreshments help. Everybody likes the friendly cup of tea, coffee, and sandwiches or punch and wafers, according to the type of meeting. Not long ago the boys and girls of a Junior High School I know served a supper to the Parent-Teacher Association in their district, and it was a huge success. They sold every ticket weeks in advance, and the meeting after the supper was a banner one.

The meetings must have a definite, constructive tie-up with the children to get and hold the parents. They must be purposeful and friendly.

299. Has the school system any obligation to the pupil who is physically unfit to come to school? (Arkansas.)

Yes, I believe the school system has some obligation to every child in the community.

Open-air classes and part-time classes care for some of our frailer children who could never stand the regular procedure.

A visiting teacher can go to the homes and direct the work of children who cannot come to school. Special arrangements for a child to be brought to the regular classroom for short periods every day often work with success. Mothers carry on the work at home under the teacher's direction, and I know teachers who have made regular home visits outside of school hours to carry on the work with pupils. The person in charge of supervision should keep track of all such children, for they can soon slip out of notice, and it is often surprising the number of children in a community who are growing up with little or no education because of some physical handicap. If they can't come to the school, then we must bring the school to them.

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D-51-8 AT ALL DRUGGISTS

A Survey on Petting

By ARTHUR DEAN

This is the third of a series of articles presenting the results of our Moral and Social Survey of Youth of high school age.

QUESTIONS ASKED

Can you distinguish between petting which is wholesome and that which is dangerous? Is it the girl who permits liberties and the boy who has a car who are popular? Taking it all in all, do you respect the opposite sex?

SOME TYPICAL ANSWERS

"Three types of youngsters: First, deep stuff kids who go in heavy for drinking; second, kids that study and get good marks but also have good times on the side but not to excess; and third, the 'goody-goodies' who are excellent students and whose kiss, if they ever gave one, would not leave a red imprint on a boy's cheek—but they never even get, much less give one."

"None of us are true even to ourselves. Life is just one long, endless, chaotic, petting party."

"On the side we do a lot of serious thinking but it is pretty much inside."

"There are lots and lots of us in this high school who don't lower ourselves, as the older folks think we do, by giving kisses away like words."

"The shocking things which go on in our high schools mainly occur only in the minds of individuals who have no children there."

"There may be danger in petting, but a girl can learn to watch for the red light signal."

"The girl who permits liberties is certainly popular with boys, but her popularity never lasts very long with any one boy. You know the saying, 'just a toy to play with, not the kind they choose to grow old and grey with.'"

"I do confide in my mother more than some girls, but she wouldn't understand everything."

"I did respect the opposite sex until I dated up with a few girls. Anyone is all wet when he says the boys do all the chasing."

"I always let every boy kiss me the first time he meets me, but I always tell him it's against my wishes."

"The boys call me a Sunday School girl because I will not smoke, drink or kiss."

"You can't be popular with everybody in this world. If you are looking for kiss popularity you will be popular with the kissing bunch, and that's all."

"How can you distinguish between petting which is wholesome and that which is dangerous? Did anyone ever see any wholesome petting?"

"The more I play tennis, swim and hike with boys, the more I respect them."

"It's only the boy with the car who has girl popularity."

"You want my honest opinion about this flaming youth stuff — well, I hate it!" "Be clean and good and don't worry about popularity."

"Add a girl who permits liberties, because she doesn't know any better, to an automobile owned by a boy who thinks he is a wise guy and the combination will produce a loss of popularity and also reputation."

SUMMARY

Each of these boys and girls answered according to his or her own light; as she thought so she spoke; as he had done so he defended; as she knew from experience or hearsay so she wrote; in proportion as he is a "smart aleck" so he tried to be "smart" on the questionnaire.

Sixty-two per cent of the girls said it was necessary to kiss and pet in order to be popular. Fifty-eight per cent. of the boys said you had to kiss and pet in order to have the girls think you were a good sport. Sixty-eight per cent. of the boys respected the great majority of girls they knew, and fifty-seven per cent. of the girls respected the boys.

A boy who has a car, according to the survey, has seventy-four per cent. more chance of being popular than the boy without one. The girl who permits liberties loses out, at least so sixty-five per cent. of the boys stated. Only twenty-three per cent. said they were able to distinguish between petting which was wholesome and that which was harmful.

MY COMMENT

Petting is a much used and much abused word. It has as many interpretations as the word "Speed." What is fast for the turtle is slow for the hare, and a streak of chain lightning has the laugh on both of them. A squeezed hand and a long sigh constitute outrageous petting in the mind of old-fashioned onlookers who never had the chance to "spoon," and to the girl who is having her first date, a straight right-on-the-mouth is an innocent and wonderful adventure.

A feminine human clinging-vine lolly-popping over a male specimen of the genus homo, as he drives his car through the streets, is also said to be "petting." The first girl is feeling the thrill of a first experience in the mysteries of love. The second has long since exceeded the speed limit of good taste.

Early training in good taste given by parents who have themselves standards of taste and community opportunities for wholesome athletic recreation, and home and school opportunities for developing and expressing the creative spirit will sublimate unfavorable things in the emotional life. Training and absorbing interests will solve the problem of promiscuous and overdone petting for those whose brain has the capacity to recognize good taste, beauty and love when it is put before them. There is no recipe other than these ingredients.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

What Am I?—I

There was once a king in a far land who, in an idle moment, called before him his maker of buildings, his gardener and his musician. "Friends," he said, "I am going to ask all three of you the same question. When you answer, according to your powers, be sure that your answer is given in terms of the trade you follow, the builder in terms of building, the gardener in terms of flowers and the musician in terms of music. The question is this: 'What am I?' Go now, and in an hour return with your answer."

When the men had gone the king turned to his adviser and said: "Let us judge the insight into life of these men by the answers they give. Will the builder see beyond stone and mortar? Will the gardener see the mystery back of the flower and will the musician read behind the notes of his craft the workings of a spirit hand?"

In an hour the three men returned. "Sire," said the builder, "I had rather build a church than answer you. It were easier for me to draw plans for a mighty granary. However, this is the reply I bring you to your question:

"You are the foundation upon which the structure of the state rests."

"Friend," said the king, "your answer is unworthy in many, many ways. While the foundation is necessary, it adds nothing to the usefulness of the building, nor the beauty of its spires; go, therefore, and seek another answer."

When the builder had gone, the gardener spoke. "Sire," said he, "I am in even a worse fix than the builder. I can only answer you by saying: You are the root from which all beauty in the kingdom rises."

The king smiled. "I expected you to say that," he answered, "but your words are not those I seek. The root is a black, ugly thing, shut away from sun and song of bird, doing its work, I grant you, but having no sunlit part in the bursting of the flower. Go, my friend, and when you have found a better answer return to me."

(To be Continued.)

What Am I?—II

It was now the musician's turn. Without hesitation he said: "Master, you are a string, vibrating to the song within your own heart."

"A noble answer," said the king. "I like it, but somehow, as I examine myself, I find it wanting. I ask you this question to guide your further search: 'Do I sing alone in this world of stars?'"

Now the builder and the gardener and the musician were men of great powers of mind. Each had risen to the very height of his profession and each loved the king and sought to do his will even to the proper answering of the questions that he asked. It happened, therefore, that the three, in the days that followed, kept the master's query in their minds and pondered over it.

One day, as the builder stood on a desert, studying the ruins of a great temple, he was astounded to see two people, clad in white garments, walking slowly down the broken steps. As he watched them, the younger stopped and put his hand over his eyes and wept.

From where he stood the builder could hear the words of the other as he comforted the weeping one. "Son," he said, "your house is in bad order and the steps leading up to it are sadly in need of repair; behold, I place a thousand servants at your command to do your bidding in setting all things right again."

The builder closed his eyes and rubbed his forehead at the strangeness of the spectacle, for he stood a thousand miles out in the desert where no man had lived for twice a thousand years. When he opened his eyes again the two were gone and only a white cloud of dust swirled round and round upon the broken stairs.

"The answer to the king's question," he cried. "I have it now. Tomorrow I shall start home again."

In another spot within the garden walls of the king's palace the gardener sat nodding in the heat over the task of transplanting some sturdy seedlings. For a moment he must have slept, for he saw before his eyes the green seedling change into a lovely spirit which rose out of the red earthen pot and passed like a humming bird to another out of which rose a second spirit in whose outstretched hands the first spirit placed a precious gift. The gardener could not see the nature of the gift, but that it was beautiful and precious beyond words he knew from the loving care with which the two guarded it, and behold, as he watched the first spirit withered away and fell to the earth a dry leaf, but the gift was carried by the second spirit to a third and by him to a fourth and so on until the passage of the spirits was lost in the mists of a million miles and years. And as the gift passed, the gardener knew by the radiance over it that it grew more beautiful with each hand that touched it. The gardener awakened with a start. "The king's answer," he cried. "I have it. I shall return to my house to put it into proper words."

(To be Continued.)

What Am I?—III

Not far away the musician sat, pencil in hand, composing music for the king's entertainment. From where he sat he could see the margin of a lily pond where a noble swan floated like a painted one on the calm water. As the musician watched the swan seemed to change before his eyes. She became a beautiful maiden holding a small harp, and as the musician wondered he heard strange music coming from the lily pond and saw the fingers of the maiden moving gently across the strings. The music was so sweet and deep that the musician knew it did not rise from any earthly mind. As he marveled he heard a faint echo of the music rising with it from the water's edge. He frowned, for his sensitive ears detected a faint discord in the notes that mingled with the maiden's playing. He glanced down and saw that the discordant sounds came from the harp in the hands of a second maiden who was a perfect reflection of the first. As the musician wondered and listened he noted that the playing of the reflected one gradually grew into the rhythm of the real and the sounds began to chord with it in most lovely fashion until the edge of the lily pond became a place of most perfect harmony.

Suddenly the swan flapped her great wings, the water rippled and the reflection disappeared.

The musician sprang to his feet. "The answer to the king," he cried. "I have it. I shall return to my study to put it into words."

(To be Continued.)

What Am I?—IV

The day came when the three servants stood again in the presence of their master. The king smiled as he looked at them. "I see by your bearing," he said, "that you bring me worthy answers."

"Sire," said the builder, "this is my story." When he had told his tale he

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concluded: "And this is my answer. You are the son of a householder and tenant of a great castle, and if the castle be not what the father wishes, if its steps be not firm and its turrets glittering with shingles of pure gold, it is not your father's failure, but yours, since he has placed at your service twice ten thousand servants and given you the earth as your treasure chest from which to draw."

"A noble answer," said the king, "and a worthy one. Let the scribe print it in golden letters and post it on the outer wall for all men to see."

"As for me," began the gardener, "this is my tale," and when he had finished he concluded with these words: "You are he into whose hands has been committed a great gift that shall beautify the world on which you live and all worlds beyond. Through you the gift passes to another, as golden petals pass down from flower to flower. It is in your hands, O Master, to blast the promise that is within you or breathe new beauty into it as you pass it on."

"Again a noble answer," cried the king, "and a worthy one. Let the scribe print it, also, in letters of gold and post it by the other on the outer walls."

Then the musician stepped forward and told his tale, and when he had finished he ended with these words: "You are the reflected one, my master, into whose hands the Real, the only One, has placed the harp of life with power to play upon it. Behold, how the music of the Real One sounds forever in your ears. To listen to its sweetness, to bend your fingers to your own strings and strike sweet chords that sound with it, bringing harmony and beauty into life, this is your task, my master, and I commend it to you."

"Again a noble answer," said the king. "Let the scribe print it, also, in golden letters and hang it with the other two."

And when the three servants were gone, the king turned to his adviser and said: "Follow the work of these three. Now that the vision of the deeper meaning of life has come to them it will grow into carved stone, or beautiful new flowers, or wonderful music under their hands. Thus does our thinking work for us and the vision of the greatness in us take form in the things we do."

An Indian Mother

A gentleman from India told me the basis of the following little story. I love to think that it is a true story. The gentleman assured me that it is.

This gentleman happened, one day, to be visiting in the house of a wealthy Indian tea merchant. He was left sitting for a moment close to a window. In the court just below him, in the midst of roses and other shrubs, were the man's wife and little son. He saw the mother seat the little boy of four in a chair and speak gently to him.

"My son," she said, "Now you shall close your eyes—so. Now let your hands fall in your lap and rest there—so. Now you shall lean back your head and let it rest also—so. And now you and I shall go on a journey,—we are on a boat, there are lotus blossoms about us. We smell their fragrance, we float now so still that a dragonfly lights near and watches us. It is calm; it is still; we are resting; we are happy. Let us thank God for rest."

There was then a few moments when mother and son sat with closed eyes and rested.

"Now," said the mother gently, "It is time to work. Let us smile as we open our eyes."

How wisely this Indian woman was preparing her little son for life, filling his eager mind with dream-pictures of loveliness and bathing his growing spirit in the soothing fountains of all calm things!

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EDUCATION IN ACTION

Calls College Four-Year Handicap

A college education is a four-year handicap for men going into business, and a university cannot produce the drive in men that business gives them, according to Floyd L. Carlisle, New York banker, in an interview which appeared in the Daily Princetonian. Mr. Carlisle, who is a graduate of Cornell in the class of 1903, bases his opinions on facts gained from the statistics of his organization. "From my experience the average college man enters business late," Mr. Carlisle said. "The most formative period of his life, from 18 to 22 or 23, is spent in a place where he acquires lazy habits of thinking. A university cannot produce in men the drive that business gives them. They are not required to work rapidly and accurately, and life is easy and soft for them. There is no training in detailed work. The backbone of business today is the rapid absorption of details, and there is nothing in college that trains a man to his ability." In speaking of the man who enters business or banking when he is about eighteen years old, Mr. Carlisle said: "He gains a tremendous four-year advantage which the university graduate can scarcely overcome. If he does overcome it, it means three or four years of almost doubly intensive work. He has to rid himself of all the slow, lazy habits of thinking he has acquired in his four years. If, however, the college man, the undergraduate, wants to prepare himself as well as he can for business, I should say he should take as much mathematics as possible and at least one foreign language. Extra-curricular activities, such as debating, newspaper work and similar pursuits, are invaluable, I think. In fact I attribute to debating all the good I received from college, for it taught me to think rapidly and accurately and to carry a wealth of detail in my head at all times."

Chinese Curb Mission Schools

Missionaries engaged in school work in China are frankly perturbed over the possible effect of regulations issued by the Ministry of Education of the Nationalist government in Nanking. Some are advocating defiance of the order, and others are ready to close their schools. But a third element is going ahead in harmony with the government ideas. Several articles of the new regulations governing private schools have been seriously questioned by leaders among the mission forces but most of the debate centres around one which reads: "A private school is not permitted to make religion a required subject, nor is religious propaganda permitted in the classroom. If there are any religious exercises students shall not be compelled to participate." But the rule against compulsory religious courses involves the subject nearest the heart of every missionary. To deny him the right to teach Christianity in schools which he has founded for that very purpose raises within his mind the question of the freedom of religion.

Student Pays Only One-Third

If Yale University may be taken as a typical American educational institution, it can be shown that for every dollar the student pays for his collegiate education, the university contributes two. The annual report of the treasurer of Yale shows that tuition and fees paid by the student body last year totaled $1,809,628. The income from investments was $3,442,760. The students' fees covered about thirty per cent. of the expense budget and the income from investments about fifty-eight per cent. It will thus be seen that for every dollar paid by the student for his education almost $2 is furnished by Yale from the income on gifts to endowment. To help the student meet his fees and other expenses, there was disbursed last year $484,595 in fellowships, scholarships, and loans to 1,209 men. Notes for students' loans are taken without security, and out of a total of over $430,000 outstanding, only about $26,000 is overdue. Over $36,000 was repaid on this account during the year.

Western Teachers Of Speech Convention

During the summer the members of the administrative committee have been engaged in preparing the program and perfecting the plans for the first annual convention of Western Teachers of Speech at San Francisco, November 29 and 30. There will be effected at the convention, a permanent Western Association of Teachers of Speech, to include the states of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming. The convention is designed particularly for college teachers of speech from these various states. According to the committee, the program will be diversified, with general and sectional meetings, equipment displays, readings and dramatic performances, and other special entertainment; systematized—balanced as to the major divisions of speech: Original speaking, interpretation, dramatics, speech science, teaching of speech, and including all phases of these divisions as the basic course, speech composition, argumentation and debate, persuasion, stagecraft, acting, directing, voice science, psychology of speech, phonetics, speech correction, etc., and unified—all centred toward the improvement of speech training through the enriching of the cultural and professional background of the speech teacher. The formation of a Western Association is meeting with the enthusiastic approval of speech organizations throughout the country.

Sees Final Verb Fatal to Celt

Dr. Hyde, president of the Celtic Congress in Glasgow, is quoted by the London Evening Standard as saying: "One of my colleagues once said that if through some cataclysm the Irish had been forced to end their sentences with the verb, as the Germans did, instead of beginning with it, as they did themselves, half the race would have died of heart failure in the hurry to come to the point and get out what they had to say."

16-Year-Old Author Ousted From School

Carman Dee Barnes of Nashville, Tenn., sixteen-year-old author of "School-girl," a novel of boarding school life, has been dismissed from the Gardner School in New York City as a result of her book's popularity among the students. Mrs. George P. Jackson, the girl's mother, said Louise Eltinger, the principal, had written her asking her to remove her daughter from the institution "for the peace of the school and for Carman's happiness." Officials of the school refused to discuss the reported dismissal. Miss Barnes said she was happy at Gardner until the principal summoned her and informed her she was "shocked" by the knowledge of the world displayed in the young author's first novel. Miss Barnes' book has been on sale since last May.

Professor Favors Co-Education

Professor S. Ralph Harlow of Smith College in an address before the students of Massachusetts College of Agriculture termed the segregation of sexes as found in most eastern colleges undemocratic, "the result of bigotry and prejudice of former generations and the refusal on the part of the older generations to recognize the fact that women are equal to men and have equal rights." Flaying the week-end trip as exemplary of the harm wrought by segregation, Professor Harlow told of Yale men gathering to boast of beating each other's records in trips made from New Haven to Northampton under an hour and ten minutes. "The few short hours that young people from different colleges have together are unnatural. It is a period of supercharged emotionalism." Professor Harlow defended co-education and stated that if he had fifty per cent. of men in his classes at Smith there would be more thinking done by the students. "Women put some punch into idealism," he said, "men are too practical."

List of Student Vices Shows Less Drinking

Drinking intoxicating liquor is not the vice among students it used to be, in the opinion of ethics students at the University of Texas. Of the sixteen most prevalent vices among students in 1923, according to a survey in the department of ethics, drinking was listed as the fifth. The 1929 survey showed drinking is considered ninth. Here is how the students rank the sixteen most prevalent vices: Sex irregularities, cheating, stealing, lying, vulgar talk, swearing, gambling, selfishness, drinking, gossip, Sabbath breaking, extravagance, snobbishness, idleness, smoking, dancing.

Declares Colleges Are Over-Staffed

Professor Irving Babbitt of the French literature department of Harvard College stated that the salaries of university professors will never equal those of business men of the same ability. His statement was a comment on the recent declaration of Professor Yandell Henderson of Yale, that the universities are underpaying their teachers, and as a result do not get the best. Both men are of the opinion that it would be better to spend more money on the salaries of professors and less upon miscellaneous experiments and enlarging of scholastic plants. Opinion is expressed that the American universities are over-staffed, preventing salary increases, which alone can raise the standard of the faculties. Both men advise the limiting of college faculties to their present numbers until funds accumulate sufficient for higher salaries.

College Daily To Report Market

Due to the increasing number of Dartmouth students who are actively interested in the stock market, Dartmouth, the undergraduate newspaper, has started an innovation by printing daily reports of stocks in its columns. The stock market appears to have taken its place as a topic of discussion at Dartmouth along with the football team and the winter carnival, and hence the Dartmouth's move.

Illiteracy In India

J. A. Richey, former Education Commissioner with the Government of India, addressing the London Conference on Women in India convened by the National Union of Societies for Equal Citienship, spoke to a draft resolution recognizing that the illiteracy of the vast majority of the women in India was a grave hindrance to the moral and material progress of the country; urging those in authority in India to do their utmost to promote the extension of primary education for girls and of training facilities for women teachers; and urging the devotion of a larger share of public funds to the extension of female education. Mr. Richey said that though there were 1,700,000 girls now under instruction in British India, no less than 800,000 of them were in the bottom class, and this meant the continuance of the vast amount of wastage that went on before literacy was attained. Too often the village school was turned into a creche. Some 5,000 women were undergoing training as teachers, but the difficulty of sending them to the isolation and danger of village schools had to be overcome. He suggested that the money that could be devoted to female instruction should in the immediate future be concentrated largely on the advanced urban areas. This would give far more satisfactory results and would open the way to widespread extension in the villages.

Social and Athletic Interests Placed First

Criticism of American colleges on the grounds that undergraduates do not take their education seriously but consider it secondary to social and athletic interests, according to A. Lawrence Lowell, president of Harvard University, has had "too much foundation." "If the desire of undergraduates for a sound education cannot be increased over what it has been, the American college, in spite of its present vogue, will not endure. The blight of American education," he continued, "is working for near objectives and scoring them off when attained, attendancy encouraged by the system of courses and counting of credits. The aim or goal should be as remote as possible, consistently with its being not so far off that thought of it can be postponed for the present."

Gives School To Native Village

Owen D. Young, who has presented a schoolhouse to his native village of Van Hornesville, in Herkimer County, N. Y., with modern equipment, is further extending his plans for beautification of the village. A community house has been provided in a building nearly a century old near the school and the village green has been restored and beautified, forming a children's playground and picnic place. Now a teachers' home is being built. On his own farm of 1,000 acres Mr. Young is setting out many acres of fruit and shade trees. A brook winding through the centre of the village formed the key to the development of the community centre, which is now practically complete.

Italianization Arouses Valley Folk

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under the shadow of Mont Blanc, there was much indignation when the local prefect started to enforce the recent decree from Rome making Italianization of the district obligatory as in the Tyrol. By tradition the customs and language of the 6,000 inhabitants of Aosta Valley have been French for centuries. Now, by command, the French of villages, hamlets, streets and even the neighboring mountain peak must be changed into Italian.

Grades Called Mark of Dunce Cap

Scholastic grades, as applied in the educational system of America today were declared to be merely a substitute for the dunce cap and the whip by Dr. Frederick Rand Rogers, of New York City, in addressing 5,000 Utah educators in session at Salt Lake City. Colleges, he said, "worshiped marks," but he added that an A. B. degree merely indicated that the student had agreed with his professors during his four years at school. Grades make a battleground of the classroom, he said, and are a "disgrace to scientific education and must be done away with." The highest grades as a general rule, said Dr. Rogers, go to the student who is the best "ape," to the one who can best imitate his teacher.

School Girls Vote To Wear Uniforms

Girls of Reitz high school of Evansville, Ind., will wear a uniform dress of blue and gray, according to a decision made by popular vote. The uniform will be of blue, washable, everfast suiting made on extremely simple lines and adorned with gray collar and cuffs. With this dress, if a suggestion by the Parent-Teacher Club committee selected to confer with the girls in the matter, is accepted, gray silk hose and black shoes with Cuban heels will be worn.

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TREND OF THE TIMES

WOMEN lack initiative, precision and inventiveness and do not like to think, Henry Ford declares in an interview in the current issue of Pictorial Review. For these reasons, Mr. Ford adds, women are a diminishing rather than an oncoming force in industry, but if they act wisely they will become a greater power in the home as time goes on.

NO YEARLY EARNINGS which fall below $2,055.60 in any section of the country can be considered a living wage, since the total represents the lowest cost of the meagre budget allowed by the Government as the bottom level of health and decency according to the monthly economic news letter of Labor Bureau, Inc.

ROCKET PLANE has made its first successful flight in Germany. Fritz von Opel, inventor of the machine, in making the world's premier hop in a rocket propelled plane covered a distance of 1.2 miles at an altitude of 82 feet. The machine made its landing as well as its takeoff by means of rockets, some of which acted as brakes and brought the pilot safely to the ground.

SCIENCE can do more to establish one's religion than to undermine or upset it, declares Professor Harlow Shapley, director of the Harvard observatory and one of the foremost astronomers of the world. The study of the heavens and its untold billions of stars, all responding to the laws of gravitation and radiation, but increases one's respect and reverence for the source of all energy, he said, whether that source be regarded as God, or is called evolution or an urge, or driving force behind the cosmos.

TOURIST travel has become "a fact of primary importance in the economy of nations," according to a bulletin of the National Industrial Conference Board. "The American tourist is doing his best to solve the problem of international settlements that bests the experts," declares Glenn Griswold in the Chicago Journal of Commerce, reflecting that the $900,000,000 our tourists may spend abroad this year goes a long way toward offsetting service on foreign debt and unfavorable trade balances. Tourist expenditures will exceed one billion dollars within a year or two.

MOSCOW is collecting an inclusive library, intended to be the world's largest, of literature on working class and democratic movements and is buying in England books on early English republicans, the Chartists and old Quaker tracts.

A LONE HEATH HEN on Martha's Vineyard is probably the last member of its race in Massachusetts and probably in the United States, according to Dr. Alfred O. Gross, professor of Biology at Bowdoin College. Two were seen daily until December 8, 1928. Since that date only one bird has been seen. Many interested individuals have searched Martha's Vineyard for other hens. To stimulate such a hunt a reward of $100 was offered to anyone who could find three heath hens in any part of the island. The reward has never been claimed.

"POSTMASTERS are asked to forward copies of our newspapers immediately to our subscribers after having read them, and not to circulate them first among their relatives and friends." The Czernowitzer Zeitung of Bucharest printed this moving appeal in its editorial column recently. It referred to a cheap and easy way of following the world's events which is extremely popular in the Balkans, but unprofitable to newspapers.

LONDON DIVORCE CASES are showing a steady increase since 1926, when publication of details was prohibited. More than 700 cases faced the judges when the Michaelmas term of court opened. It is expected that by the end of this year about 4,100 divorce cases will have been heard in London and the assize towns.

WAVE OF PURITANISM which has struck Hankow has resulted in the enactment of a new city law to the effect that "outdoor kissing," even between husbands and wives, is a "crime," and that those caught at such "immoral practices" shall be fined. The morality crusade is also being directed against many American-made motion pictures.

ESKIMOS seldom catch cold. What few colds they have are the result of visits to their communities by outsiders. When an epidemic of colds occurs in an Eskimo group, all who are without resistance get the colds. But they soon recover and are not likely to have colds again unless a new strain of germs is brought to them by other visitors.

The BOOK TABLE

YUKON: THE SILVER FOX. By Arland D. Weeks, dean of the School of Education, North Dakota Agricultural College, Fargo. Illustrated by Lynn Bogue Hunt. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

The Silver Fox seems to be an entirely new subject and one that has a wide and intense interest, and Dean Weeks has succeeded in telling everything that is interesting or important about the silver fox in a humanizing way. It is delightfully refreshing to have a genuinely new approach to human nature through a newer animal's social and industrial experiences. Personally we are appreciative of this book, for though we have seen many a silver fox in captivity and have known the surface facts industrially we have learned several things about him that we are glad to know.

CHARACTER EDUCATION. A Program for the School and the Home. By Charles E. Germane, University of Missouri, and Edith Gayton Germane. Cloth. 521 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

This is a carefully scientific study of ways and means of promoting the creation of character that will be highly creditable in personality and nobly serviceable socially and otherwise.

It is attractive in method of presentation and is divided equally between "A Program for the School" and "A Program for the Home."

The purpose of the study is to present a theory and practice of character building designed to enable the home and the school to co-operate intelligently and zealously. The assumption which has controlled the study of the authors for three years is that any program of character education will succeed *only* in the degree that parents and teachers co-operate wholeheartedly. A series of experiments and investigations has been carried out in sixteen cities and thirty-one rural communities with 915 teachers and 5,463 parents co-operating. These teachers and parents have made a contribution to the study of character training in two ways: certain crucial character-training problems, universal in nature, have been ascertained; a successful technique or method by which to approach these vital problems has been experimentally determined in both rural and urban communities.

The book is intended for the use of teachers and parents, upon whom jointly rests responsibility for success or failure.

The program is carefully and skilfully prepared in every respect and is so clearly arranged that it meets every phase of the problems that teachers, mothers and fathers must deal with. It is a devout attempt to make it improbable that any child will go astray even in this age of unprecedented social experiences.

TESTS IN ENGLISH FUNDAMENTALS. Heavy paper, 8 by 11 inches.

Series One, Grammar: the Parts of Speech.

Series Two. Grammar: Phrases, Clauses and Sentences.

Series Three. Punctuation and Capitalization.

Series Four. Comprehensive Test in Grammar and Punctuation.

By Roy Davis, professor of English, Brown University. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

These four series are marvelously complete. In Series One no pupil can escape being promptly and correctly measured as to how clearly and readily he can distinguish and describe the parts of speech, and how accurately he can apply the rules that govern their use. In Series Two the same skill is employed for distinguishing various kinds of phrases, clauses and sentences and how accurately he can use them. In Series Three and Four there is the plan utilized. The whole plan develops power in the art of knowing the English Fundamentals and art in their effective use.

WOMEN PIONEERS. By Jane Y. McCallum. Cloth. 250 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

It is important and interesting to have "Women Pioneers" for school use at a time when the women in whose fame girls are naturally interested have won fame and fortune on the public stage, in more or less sensational achievements in which social recognition plays a part.

Aside from the character of these women pioneers is the way in which this pioneering is exploited. The story of Mary Lyon has been told to each generation, always with the same serious sacrificing spirit. This is the first time that Mary Lyon has been compared to Charles Lindbergh, and it is as great a literary achievement as was Lindbergh's touchdown in France. This is characteristic of the modernizing of the biography of women who have made a trail in various unexplored regions.

MOTION PICTURES IN THE CLASSROOM. An Experiment to Measure the Value of Motion Pictures as Supplementary Aids in Regular Classroom Instruction. By Ben D. Wood, Columbia University, and Frank N. Freeman, University of Chicago. Cloth. 392 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This is an elaborate report upon a study of tangible results of the use of motion pictures in the classroom. The study has been an heroic attempt to test and measure classroom procedure under a variety of complex conditions.

Motion pictures have come to stay. They will be used in education in proportion to the results attained. This report of Ben D. Wood and Frank N. Freeman is an important beginning in this test and measure program.

TEMPLED HILLS. A Tribute. By George William Gerwig, trustee H. C. Frick Educational Commission. Cloth. 180 pages. Pittsburgh, Pa.: Percy Publishing Company.

No one has had the same opportunity to serve teachers as intimately for as many years as has Dr. Gerwig through his direction of the H. C. Frick Commission, the most practical professional and personal service of teachers and school boys and girls through their improvement in service.

The "Temples of the Republic" are the schoolhouses of America. The Priestess is the woman teacher. The High Priestess is the principal of the school.

Dr. Gerwig has a unique and fascinating way of picturing the life of the teacher through the various seasons and opportunities. He also traces the schools of Pittsburgh through nearly forty years of experience in various capacities.

No one has presented the evolution of modern education as skilfully and effectively as has Dr. Gerwig in his inspiring trail of teachers and their pupils through the changing years.

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GRINS BETWEEN GRINDS

Grand March

"Well, boys," said Uncle Dick, "how are you getting on at school?"

"I'm first in arithmetic," Jackie replied.

"I'm first in spelling," said Bobby.

"Fine! Now what are you first in, Tommy?"

"I'm first on the street when it is time to go home."

Sought Full Particulars

Inquirer (to hotel clerk)—"How much are your rooms?"

Clerk—"Six dollars up to 12."

Inquirer—"How much for one all night?"

Why Hurry

A man with very long hair was stopped in the street by a small boy who asked the time. He was told ten minutes to eleven.

"Well, at eleven o'clock," said the boy, "go get your hair cut."

The urchin promptly bolted, but the man gave chase. He rounded the corner and knocked into a policeman.

"What's wrong?" asked the officer.

"That boy told me to get my hair cut at eleven o'clock."

"Well," said the policeman, looking at his watch, "why hurry? You've got nearly ten minutes to spare yet."

Parentage

Father—"Necessity, my dear boy, is the mother of invention."

Dear Boy—"Oh, I see. But who was the father?"

Father—"Why, he was—er—er, oh, yes, he is Pat Pending."

Division

"Do you think," said a meek and submissive husband, turning like the proverbial worm, "that you rule the whole of the universe?"

"No," replied his wife, with a toss of her head; "but I rule the first letter of it!"

Nothing Better

"Living in the country you ought to keep a pig."

"I tried it once, but my wife and daughter got so fond of it that I could not kill it. It died of old age and then they insisted on having it stuffed."

His Position

An Irishman got out of a train at a railway station and went in search of refreshments. The train left before Pat had finished his repast, and rushing down the platform, he yelled: "Hould on, ye old stame ingine; ye've got a passenger on board that's left behind."

An Ideal

"Well, little man, what would you like to be when you grow up?"

"I'd like to be a nice old man like you, with nothing to do but sit about and ask silly questions."

The Happy Husband

"Well, how do you find married life?"

"Great fun—my wife cooks and I guess what the dish is."

The Skyscraper Apartments

"So you've taken an apartment farther up?"

"Yes, only five minutes more on the elevator."

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Illiteracy Must Be Conquered

Hearst's Papers

One of the most dangerous of all "the foes of our own household" has been for a long time and is today the extent of illiteracy throughout this country.

Illiteracy is not only a national menace—it is a national disgrace.

According to the census of 1910 there were 5,500,000 persons in this country ten years of age who could not read nor write either in English or in any other language.

There were, in addition, 3,500,000 persons who could not speak nor write English.

And these appalling statistics put the United States in ninth place among the nations at the time of the great war. Almost all of the civilized world stood above us.

During the great war the report of the surgeon general of the army showed that of the men called to the colors between the ages of twenty-one and thirty-one, nearly twenty-five per cent. were found to be practically illiterate.

And illiteracy seriously impaired the national defence because one-fourth of those called to defend the colors could not even understand the orders given them in war.

And in peace these illiterates jeopardized the security of this country; because as voters they could not read the ballots they cast. They were compelled to vote the way they were told to vote.

Franklin K. Lane, while Secretary of the Interior during the great war, estimated the annual economic loss to the nation because of illiteracy at $825,000,000.

Illiteracy has been shown by investigation to be responsible for one-half of the industrial accidents in this country every year.

Senator Capper, of Kansas, has reintroduced in the Senate a declaration of war against illiteracy in the form of the same education bill which was supported so strongly by President Coolidge, and is championed today by most of the Republican educators of the country.

This bill creates a Department of Education, with a Secretary of Education in the President's cabinet.

The President and the Congress should unite with the several states in a countrywide warfare on the real foe of illiteracy.

And one way to make this warfare effective is for the federal government to go to the support of education in the several states by establishing a Department of Education, with a Secretary of Education in the President's cabinet.

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"My dear Mr. Cobb,
I have just finished reading ANITA with my fifth and sixth grades. Each pupil has made a booklet of original mind pictures representing each chapter, and the incidents which appealed most to him. After the book had been read, the class wrote the entire story as they remembered it. I am sending you one of these which was written by Anita Peaslee."

(Signed) Vernice E. Hood.

The value of these books in interpretation and expression, both written and oral, has been proved in classrooms the country over. This is one of many letters from teachers who use the Arlo Books not alone as readers, but as background for English composition.

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Art Exhibits in Baltimore

The director of art in the Baltimore, Maryland, Department of Education, Leon L. Winslow, has announced a series of nine art exhibitions covering the educational accomplishments of his division for the entire school year of 1929-1930. Principals, teachers and parents have been invited to view the work which is shown in the School Administration Annex Building according to the following schedule: October 7 to November 4, First Grade Work; November 4 to December 2, Second Grade Work; December 2 to January 6, Third Grade Work; January 6 to February 3, Fourth Grade Work; February 3 to March 3, Fifth Grade Work; March 3 to March 31, Sixth Grade Work; March 31 to April 28, loan exhibition of beautiful things owned by the schools, selected with reference to schoolroom decoration; April 28 to May 26, Junior High School Work; May 26 to June 20, Senior High School Work.

Although these exhibitions may be seen at any time, Wednesday and Friday afternoons have been set aside as the special days when the Division of Art will be represented from 3.30-5 p. m. by a member of the supervisory staff, who will endeavor to answer questions and to give such information and help as may be desired. A city-wide exhibition of children's work has also been scheduled to be displayed at the Baltimore Museum of Art for the period of two weeks beginning October 24.

The Division of Art Education of the Baltimore Public Schools believes that these exhibitions of pupils' work will do much to make clear to other members of the department and to the parents of the children whose work is shown, the scope of the instruction in art offered in the city schools as well as the organization of its subject matter and the educational ideals back of it.

Meetings To Be Held

NOVEMBER

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

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